

**I. Evaluating Ebook Users' Attitudes and Actions through Logbook Diaries (There will likely be other articles or projects based on the other methodologies; this is the first one):** University of Illinois at Urbana-Champaign  
*Tina E. Chrzastowski, Chemistry Librarian, University of Illinois at Urbana-Champaign; Paula Kaufman, Juanita J. and Robert E. Simpson Dean of Libraries and University Librarian*

*Study participants* Faculty and graduate students

*Methods* COUNTER statistics collected, Logbooks, Surveys

*Research Questions* (1) How do users discover ebooks? What is their starting point? Are they successful and satisfied with their searching tools and options? (2) What type of ebooks are users most interested in using online (reference, handbooks, monographs or book chapters)? (3) How are ebooks used (briefly, copied and pasted, downloaded, printed out)? (4) What level of use was made of the ebook (options range from fact checking to reading the entire book)? (5) How do users rate the value of information found in specific (Elsevier) ebooks? (6) What options for viewing, downloading and using an ebook do users want? (7) Do users prefer an ebook over a printed book? In which cases? (8) What do users think are the main advantages of ebooks?

Ebook users' actions and attitudes form the focus of this research, jointly conducted and analyzed by UIUC and Elsevier Publishing. The methodology contains three elements: (1) a logbook diary that details the user's experience with Elsevier ebooks and their attitudes towards this format; (2) a follow-up survey of logbook diary participants with questions to help determine the value of ebooks to individual users (employing willingness-to-pay (WTP) contingent valuation); and (3) log analysis of UIUC's activity on the Elsevier ebook platform.

**II. Measuring the Return on Investment in Digitized Special Collections:** University of Tennessee  
*Ken Wise, Associate Professor, University of Tennessee Libraries; Gayle Baker, Professor and Electronic Services Librarian, University of Tennessee Libraries*

*Study Participants* Users of digitized collections (e.g. researchers, teaching faculty, bloggers, commercial interest, university administrators)

*Methods* Pop-up survey, Interview Questionnaire, Use data

*Research questions* (1) What are the classes of users? (2) How are these users working with the collections? (3) What is the frequency of access by users? (4) What alternatives are available for access? (5) What is the cost or contingent valuation of the alternative avenues of access? (6) What are areas of intangible value of digitized collections? (7) What are the accumulated advantages to the institution from the investment values?

The Measuring Return on Investment in Digitized Special Collections project is attempting to determine the value to the various individual groups who benefit from the convenience of access to digitized special collections. This study attempts to measure not only the value of immediacy and efficiencies granted by technology and electronic access, but also the advantages that accumulate from the visibility, awareness, professional respect, and prestige that accrues to institutions that promote access to unique holdings.

**III. Information Commons: University of Tennessee**

*Gayle Baker, Professor and Electronic Services Librarian, University of Tennessee Libraries; Teresa Walker, Head, Integrated User Services, University of Tennessee Libraries; Ken Wise, Associate Professor and Research Services Librarian, University of Tennessee Libraries*

*Study participants* Undergraduate and graduate students

*Methods* Surveys

*Research Questions* (1) How do students use the Commons? (2) How do students perceive the value of the Commons?

The objective of this study is to assess the value of library resources and services in the Commons in the Hodges Library to supporting the instructional mission of the University. Gaining a better understanding of how instructors make use of library resources and services in their teaching will provide much-needed guidance for planning and decision-making related to allocation of resources, staffing, publicity, and other efforts, as well as support for demonstrating the library’s value to the university. At this point, UTK will implement it. After the first semester, we will contact Syracuse and other participants with Commons located in the library.

**IV. Value of and Return on Investment in Academic Libraries for Support of Teaching and Learning:**

University of Tennessee

*Rachel Fleming-May, Assistant Professor, School of Information Sciences, University of Tennessee Libraries; Rachel Radom, Assistant Librarian and Instruction Librarian, University of Tennessee Libraries; Teresa Walker, Associate Professor and Head, Integrated User Services, University of Tennessee Libraries; Regina Mays, Assistant Professor and Assessment Librarian, University of Tennessee Libraries*

**Teaching**

*Study participants* Instructors: TT/non-TT FT faculty, adjunct instructors, graduate teaching assistants. Surveys completed at University of Tennessee, Knoxville and University of North Carolina, Wilmington.

*Methods* Survey, already conducted; interview/focus group

*Research questions* (1) What impact does library instruction have on teaching? (2) What is the role of the academic library as place in teaching? (3) What value do instructors place on the physical space of the library in relationship to their ability to teach effectively (4) What resources do instructors make use of in support of their teaching?

The objective of this study is to assess the value of library resources and services to supporting the instructional mission of the University. Gaining a better understanding of how instructors make use of library resources and services in their teaching will provide much-needed guidance for planning and decision-making related to allocation of resources, staffing, publicity, and other efforts, as well as support for demonstrating the library’s value to the university.

**Learning**

*Study Participants* (Pilot Study) First year composition students enrolled in a companion Writing Center study session course

*Methods* Formative and summative assessment tools for the student workshops, development of a rubric for assessing student work in the context of the instructional workshops. Researchers developed tools to assess student skill acquisition and shifts in attitude for each session. Currently identifying larger groups of students for full implementation and data collection

*Research questions* (1) What contributions can academic library instruction make to undergraduates’ acclimation to the Research University (University of Tennessee, Knoxville) and the Community of Scholarship? (2) How can instruction librarians best structure sessions in order to maximize participant comfort with the library, its staff, and resources as well as development of skills conducting research using both proprietary information

resources (e.g., subscription databases) and freely available informational material on the World Wide Web)? (3) What impact might a multi-session instructional model have on participants' feelings about using the library and seeking assistance from its staff?

The objectives of this study are to develop acclimation to the Research University (University of Tennessee, Knoxville) and the Community of Scholarship, physical (and virtual) orientation to the Library, and skills for conducting research using both proprietary information resources (e.g., subscription databases) and freely available informational material on the World Wide Web). Researchers developed tools to assess student skill acquisition and shifts in attitude for each session. Currently identifying larger groups of students for full implementation and data collection.

**V. Value, Outcomes, and Return on Investment of Academic Libraries (“Lib-Value”) – Journal Collection and Readership Study:** Selected universities in US and UK

*Carol Tenopir, Professor and Director, Center for Information and Communication Studies, University of Tennessee; Donald W. King, Adjunct Professor, College of Communication and Information, University of Tennessee and Honorary Professor, Bryant University*

*Study Participants* Faculty, graduate students, undergraduate students

*Methods* Emailed surveys with demographic, recollection, critical incident, and open-ended questions

*Research questions* (1) What are reading patterns of journals, books and other publications by students and faculty, including amount of reading, proportion of reading from the library, and purpose of reading? (2) What are the values of reading scholarly material, including outcomes and exchange (time spent) value? (3) Are there differences in reading patterns by demographic factors of readers, including academic success, age, and discipline?

The objective of this study is to assess the value of library journal collections to faculty and students in the academic environment by examining patterns of use and reading. Gaining a better understanding of how faculty and students use journal collections will aid in the decision making process when determining how to allocate resources, as well as contributing to demonstrating the library's value to the university.

**VI. Comprehensive Assessment of the Bryant University Library:** Bryant University

*Donald W. King, Adjunct Professor, College of Communication and Information, University of Tennessee and Honorary Professor, Bryant University; Danuta Nitecki, Dean of Libraries and Professor, College of Information Science and Technology, Drexel University*

*Study Participants* Librarians, students and faculty, administration.

*Methods* Web-based surveys

*Research questions* (1) What is the amount of reading and reading patterns of journals, books and other publications by students and faculty (2) What is the of information content of each (including contingent valuation) (3) What is the cost of processing and collection? (4) What is the cost of using each collection? (5) What is the extent of use of other services? (6) What is the cost of providing other services - cost to provide them, value of them, and ROI of them?

The purpose of the project is to have at least one project that provides an example/method for comprehensively processing the complete array of **all** library services. In this way, librarians can determine the relative value/ROI of the services and make decisions with the available information. This leg of the Lib-Value studies will provide Bryant Universities with this information, but also develop a method for other libraries to adapt to their individual needs.

**VII. Syracuse Comprehensive Study:** Syracuse University  
*Bruce Kingma, Associate Provost for Entrepreneurship and Innovation, Syracuse University*

*Study participants* Faculty and students

*Methods* Emailed surveys

*Research questions* (1) What is the comprehensive value—economic, social environmental—for the academic library at Syracuse University? (2) What is the ROI?

We are examining the economic, social, and environmental value to faculty and students. User surveys of faculty and students will enable them to express the value of the academic library to their teaching and research. Library services examined include the value of working with library professionals, electronic and physical journals and books, special collections, and library commons areas. This research will give an overall value of the library within the university.

**VIII. Longitudinal Assessment of the Use, Value and ROI of the Journal Collection in a Smaller University Library:** Drexel University

*Donald W. King, Adjunct Professor, College of Communication and Information, University of Tennessee and Honorary Professor, Bryant University; Danuta Nitecki, Dean of Libraries and Professor, College of Information Science and Technology, Drexel University*

*Study Participants* Drexel faculty, staff and students

*Methods* Web-based survey administered by the Lib-Value staff.

*Research questions* (1) What is the amount of reading and reading patterns of journals by students and faculty? (2) What is the information value (including contingent valuation)? (3) What is the cost of processing and collection? (4) What is the cost of using the collection? (5) How have these issues changed over time?

The first Drexel study was done after the library converted to a “nearly all electronic journal collection.” This project focuses on the “direct” measures associated with the university collection including use, cost, value and ROI observed in 2003 and 2011. This indicates how the journal-related services have changed.

**IX. Lib-Value: New York Universities Study:** Baruch University, Brooklyn College, Buffalo State, and New York University at Buffalo

*Megan Oakleaf, Assistant Professor, Syracuse University*

*Study Participants* Faculty, undergraduate and graduate students

*Methods* Web-based survey

*Research questions* (1) What is the comprehensive value—economic, social environmental—for the academic library? (2) What is the ROI?

Four universities in New York State will be participating in the Lib-Value project by examining either the comprehensive value of the academic library or the value of the academic library in supporting teaching and learning. Lib-Value surveys developed for eliciting these values from faculty and students will be used for these studies.

**X. ARL Tools**

*Martha Kyrillidou, Senior Director, ARL Statistics and Service Quality Programs; David Green, ARL; Henry Gross, ARL; Gary Roebuck, ARL*

ARL will present the Lib-Value tested tools and methodologies through a web interface to help people assess the benefits and future utilization of the tools for their libraries. Depending on interest ARL stands ready to engage groups of libraries in collecting data on the value of libraries and build a community of practice around the use of these tools.

**XI. Website/Bibliography**

*Rachel Fleming-May, Assistant Professor, School of Information Sciences, University of Tennessee; Liz Whitson, Lib-Value Project Manager*

<http://libvalue.cci.utk.edu/>

Lib-Value's website includes a comprehensive summary of the IMLS-funded study, news items, as well as publications and presentations from each phase. The online Bibliography includes 900+ entries related to different aspects and projects of the ROI study. These entries include journal and magazine articles, books, book chapters, reports, presentations, etc. They are combed from several disciplines, including LIS, High Education, Environmental Ecology, Business, etc. Several entries are directly derived from the Lib-Value team's research.

Values, Outcomes, and Return on Investment of Academic Libraries ("Lib-Value") is a three year study funded by the Institute of Museum and Library Services (IMLS) (grant # LG-06-09-0152-09). We seek to define and measure some of the numerous ways in which the library creates value. Lib-Value focuses on three main areas: teaching / learning, research, and the social, professional, and public engagement functions of the library. Expected outcomes of the project are: 1) models for calculating value and ROI in academic libraries, 2) web-based tools for assessing ROI and value which can be used by academic librarians, and 3) an ROI and value calculation in three test libraries.

The Lib-Value team, a group of accomplished researchers and librarians at the University of Tennessee-Knoxville, the University of Illinois at Urbana-Champaign (UIUC), Syracuse University, and the Association of Research Libraries (ARL), is developing research and assessment tools to enable such valuation methods.

Carol Tenopir (UT) and Paula Kaufman (UIUC) serve as Lib-Value's co-principal investigators.